

Introduction

The IELTS Academic Writing module lasts one hour and there are two tasks. You are advised to spend 20 minutes on Task 1 and asked to write at least 150 words. For Task 2 you are advised to spend 40 minutes and asked to write at least 250 words.

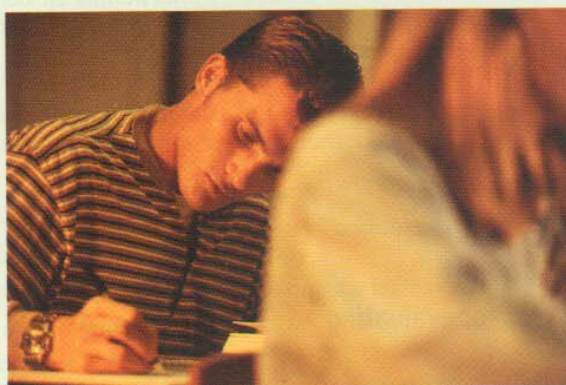
In both tasks, you are assessed on your ability to write in a style that is suitable for the task.

Task 1

In Task 1 you are asked to describe data, presented as a graph, chart or table, or a diagram such as a map or process, using your own words.

Assessment for Task 1 is based on your ability to:

- summarize, organize and compare data where possible
- describe the stages of a process
- describe an object or event or explain how something works
- write accurately and coherently
- use a range of vocabulary
- use a range of grammatical structures



Describing a graph

- 1 Work in pairs. Look at the following list of words and phrases 1–20 and the graph in the Task 1 question on the opposite page. Decide which you can use to write about the graph.

- | | |
|-----------------------------|--|
| 1 trends vary | 11 overtake |
| 2 an upward trend | 12 contrasted with the steady recovery |
| 3 hit a low | 13 the dramatic decrease |
| 4 latter part of the period | 14 peak at |
| 5 soar | 15 proportion |
| 6 follow different patterns | 16 reach a high |
| 7 a gradual fall | 17 overall |
| 8 reach a plateau | 18 outnumber |
| 9 a sharp drop | 19 generally speaking |
| 10 surpass | 20 similarly |

WRITING TASK 1

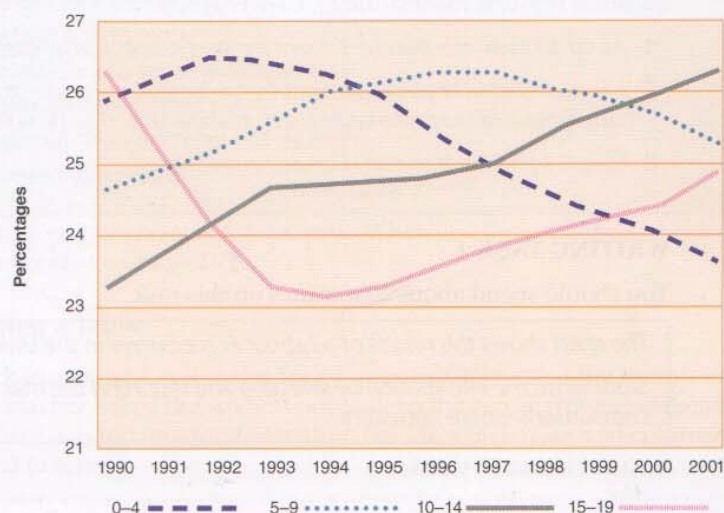
You should spend about 20 minutes on this task.

The graph shows children by age group as a percentage of the population in the United Kingdom between 1990 and 2001.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Percentages of children aged under 20 years by age group in the United Kingdom



- 2 Read the following sample answer and underline the words from the list in exercise 1.

The graph shows the proportions of children in four age groups, namely 0-4, 5-9, 10-14 and 15-19 in the UK between 1990 and 2001.

Generally speaking, despite the two contrasting trends (downwards for the children of 0-4 and 15-19; and upwards for those aged 5-9 and 10-14), the decline in the birth rate was the most striking point. In the youngest age group, there was an increase during the two first years from just below 26% in 1990 to about 26.6% in 1992 followed by a gradual fall to 23.6%, the lowest percentage, in 2001. Regarding the 15-19 age group, the dramatic decrease from approximately 26.3% in 1990 to just over 23% in 1994 can be contrasted with a steady recovery over the latter part of the period up to nearly 24.9% in 2001.

By contrast, an upward trend was noticed in the categories of children aged 5-9 and 10-14. Looking at the former group, the percentage peaked at approximately 26.3% in 1997, but the final proportion (about 25.3%) remained greater than the initial (nearly 24.6%). As regards the latter, the percentage of the children in this category not only increased over the period but also was the greatest in 2001, approximately 26.3%.

- 3 Work in pairs. Turn to page 207 and answer questions 1-8.
- 4 Write your own answer for the task. When you have finished, check your answer using the checklist on page 209.

Ready for Writing

Describing a bar chart

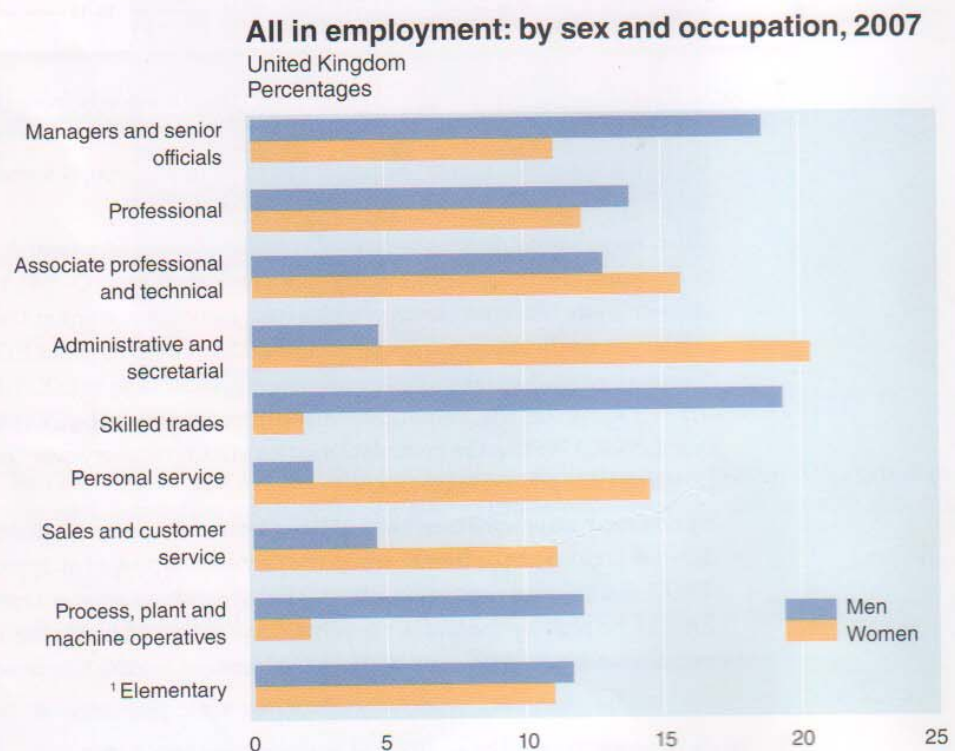
- 1 Work in pairs. Look at the Task 1 question in exercise 2 below. To help you practise paraphrasing descriptions of data in your introduction, rewrite the following sentence using the words in brackets or your own words.
The chart reveals the results of a Labour Force Survey on occupations of males and females in the United Kingdom in 2007.
(employment in the United Kingdom/provide a breakdown by gender and occupation/ranging from ... to ...)
- 2 Work in pairs. Decide which of the following three overviews for the chart in the question below is most suitable. Give reasons.
 - 1 As can be seen from the chart, there are more males than females in certain occupations.
 - 2 It is clear that while women account for the largest proportion of workers in the lower level jobs, men fill most of the posts in the higher managerial level and in skilled trades.
 - 3 Overall, women have as many jobs as men at the top.

WRITING TASK 1

You should spend about 20 minutes on this task.

The chart shows the results of a Labour Force Survey in the United Kingdom in 2007. Summarise the information by selecting and reporting the main features, and make comparisons where necessary.

Write at least 150 words.



¹ Such as catering assistants, bar staff and shelf fillers

- 3 Work in groups. Look at the list of phrases below and decide which occupation on the chart they can be used to describe. Write the number of the phrase next to the occupation. Each phrase may apply to more than one occupation.
- 1 the only occupation ... almost equal
 - 2 account for less/fewer than ...
 - 3 far outstripped/exceeded
 - 4 was approximately four times as many ... as ...
 - 5 slightly less than ...
 - 6 not as many as ...
 - 7 the reverse was true
 - 8 a different pattern
 - 9 about a third more
 - 10 considerably more men made up
 - 11 almost ten times as many
 - 12 almost double/almost half as many
 - 13 were more than ...
- 4 Write your own answer for the task. When you have finished, check your answer using the checklist on page 209.

Describing a table

- 1 Work in groups. Look at the Task 1 question below and the sample answer on page 132. The teacher asked the student not to describe certain rows and columns in the table as there was too much information. Decide which rows and columns the student was asked to ignore.

WRITING TASK 1

You should spend about 20 minutes on this task.

The table shows world demographic indicators for various regions of the world in 2005. Summarise the information by selecting and reporting the main features, and make comparisons where necessary.

Write at least 150 words.

World demographic indicators, 2005

	Population (millions)	Population density (sq km)	Infant mortality rate	Total fertility rate	Life expectancy at birth (years)	
					Males	Females
Asia	3,938	124	48.6	2.47	65.8	69.4
Africa	922	30	93.2	4.98	50.3	52.8
Europe	731	32	8.8	1.41	69.6	78.0
Latin America & Caribbean	558	27	25.4	2.52	68.8	75.3
North America	322	15	6.7	1.99	74.9	80.3
Oceania	33	4	28.6	2.37	71.6	77.3
World	6,515	48	53.9	2.65	63.9	68.3

Ready for Writing

The table compares various population markers in various areas, namely Europe, Latin America and the Caribbean, North America and Oceania, to the world features in 2005. On the whole, Europe, despite having the lowest total fertility rate per 1,000 live births (1.41), was the most populated area among those studied. The features shows that 731 million people (about 11% of the world population) were living in Europe in 2005 with a life expectancy at birth standing at 69.6 years for men and 78.0 years for women, above the world average of 63.9 for men and 68.3 for women. By contrast, Latin America and the Caribbean, with a higher total fertility rate of 2.52, was second on the table as regard the size of the population (558 million). People's life expectancy (68.8 years for males and 75.3 years for women) was lower than that in Europe, but higher than the international average.

Turning North America where the life expectancy at birth was the highest on the table with females likely to live longer than males (80.3 years as against 74.9), the total fertility rate was 1.99, while the population stands at 322 million. About only 0.5% of the world population (33 million) lived in Oceania, where the fertility rate of 2.37 surpassed the other regions except North American and the Caribbean, but was less than the world average of 2.65. Likewise, life expectancy exceeded the world average (71.6 years against 63.9 years for men and 77.3 years against 68.3 years for women).

- 2 Find seven mistakes in the sample answer.
- 3 Work in pairs. Read the sample answer again and find synonyms for the words and phrases below.

1 being	5 came second
2 of the countries analyzed	6 outstripped
3 while it had	7 which had a greater total fertility rate of
4 regarding	
- 4 Write your own answer for the task. Use the overview in the sample answer as a guide. When you have finished, check your answer using the checklist on page 209.

Describing a process

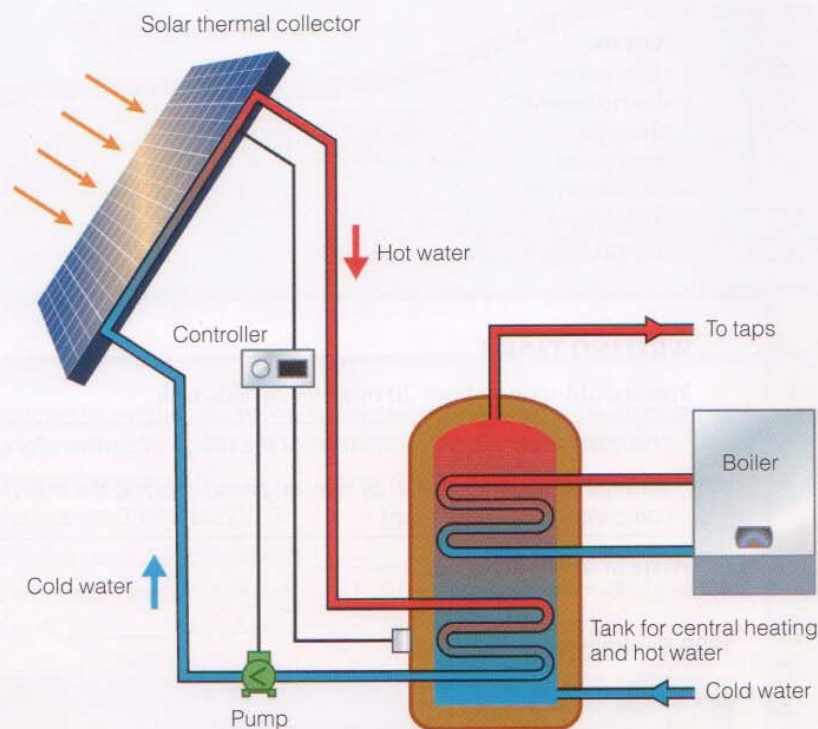
- 1 Work in groups. Look at the Task 1 question on the opposite page and answer questions 1–10 below.
 - 1 Where can you start the description: at the cold water feed or the solar panel?
 - 2 Do the four orange arrows represent heat or the sun's rays?
 - 3 How does the cold water begin to move through the system?
 - 4 What happens when the cold water passes through the solar collector? How do you know from the diagram?
 - 5 What does the Controller do?
 - 6 What happens to the water after it passes through the solar collector?
 - 7 Does the hot water in the tank also heat the boiler which supplies the heating?
 - 8 Does the same water go round inside the pipes from the boiler and the pipes that go through the solar collector or are they two separate systems?
 - 9 Is the water that comes out through the taps the same as the water that flows through the boiler system?
 - 10 Does the pipe heated by the solar collector work like heating elements in an electric kettle?

WRITING TASK 1

You should spend about 20 minutes on this task.

The diagram illustrates how solar energy is used to provide hot water for domestic use. Summarise the information by selecting and reporting the main features, and make comparisons where necessary.

Write at least 150 words.



- 2 Make a list of verbs that you can use to describe the process.
heat up _____
- 3 Make a list of linking devices you can use when you are describing the process.
first _____
- 4 Complete the introduction below.
The diagram shows how _____
- 5 Complete the overview below.
The _____ involves a series of _____ from
_____ to _____.
- 6 Write your own answer for the task. When you have finished, check your answer using the checklist on page 209.

Ready for Writing

Describing a map

- 1 Work in groups. Look at the Task 1 question below. Describe the differences between the two maps using the verbs and nouns below to help you.

Verbs:

turned into
had been replaced
took place
were demolished
became

Nouns:

relocation
development
changes
expansion
construction
conversion
urbanization

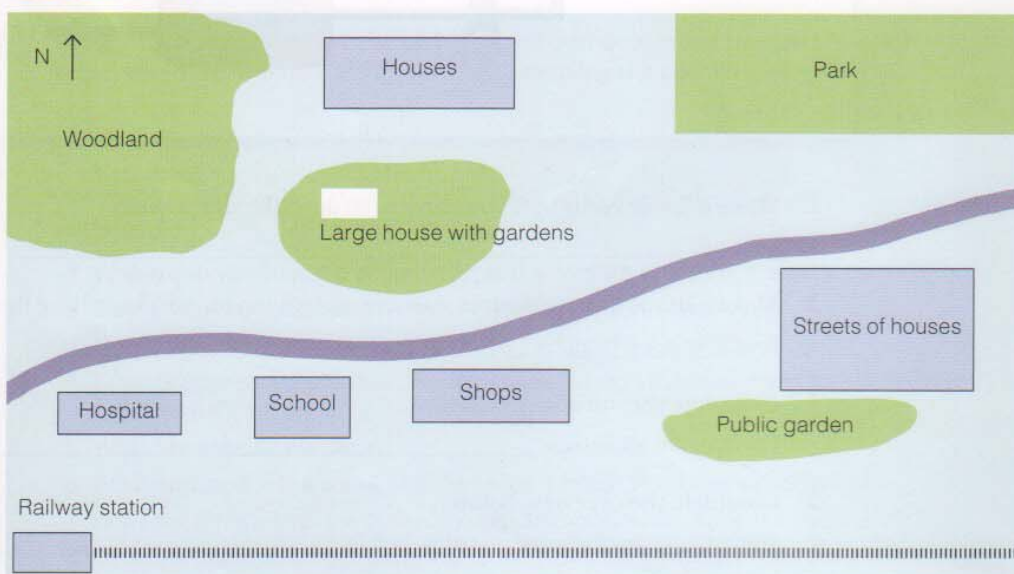
WRITING TASK 1

You should spend about 20 minutes on this task.

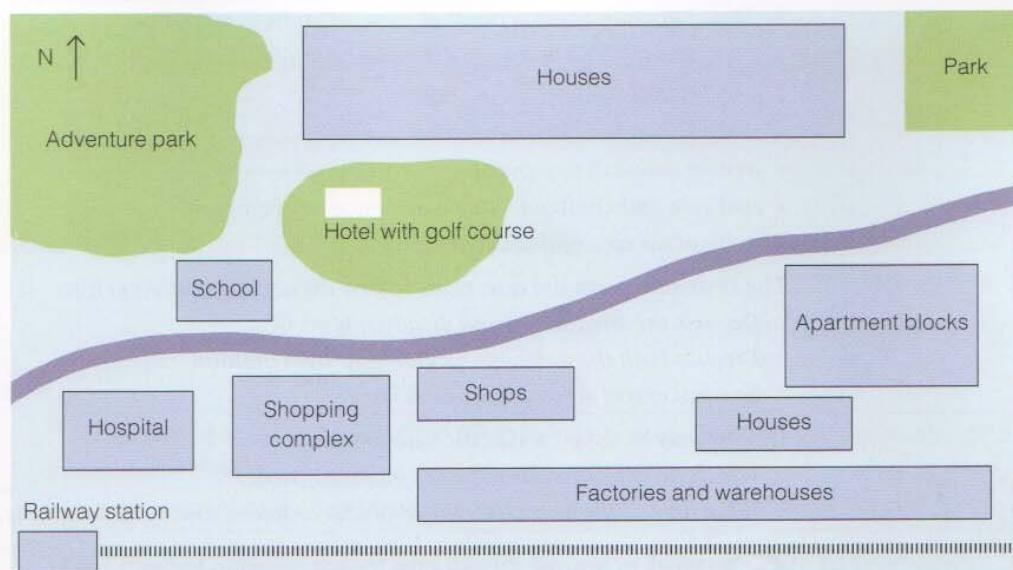
The maps show the transformation of the village of Eastminster over a ten year period. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

1999 Eastminster



2009 Eastminster



2 Complete the model text below using the verbs and nouns in exercise 1.

The maps show the **1** _____ that **2** _____ in the town of Eastminster between the years 1999 and 2009.

It is clear that Eastminster **3** _____ more urbanized with less open spaces over the decade. North of the river, which divides the town, the woodland in the northwest was **4** _____ an adventure park. Moreover, by 2009 the large house with gardens **5** _____ with a hotel and a golf course. More houses were also built encroaching on the park in the northeast. The other main **6** _____ north of the river was the **7** _____ of the school from the south bank of the river.

The area south of the river experienced greater **8** _____. To the east, the streets of houses **9** _____ to make way for blocks of flats. By 2009, where a public garden stood south of the old streets of houses, there were more houses. Further developments that occurred were the **10** _____ of factories and warehouses along the railway line together with the **11** _____ of the school on the river into a new shopping complex. The final transformation was the **12** _____ of the hospital west of the old school situated on the river.

3 Write your own answer for the task. When you have finished, check your answer using the checklist on page 209.